

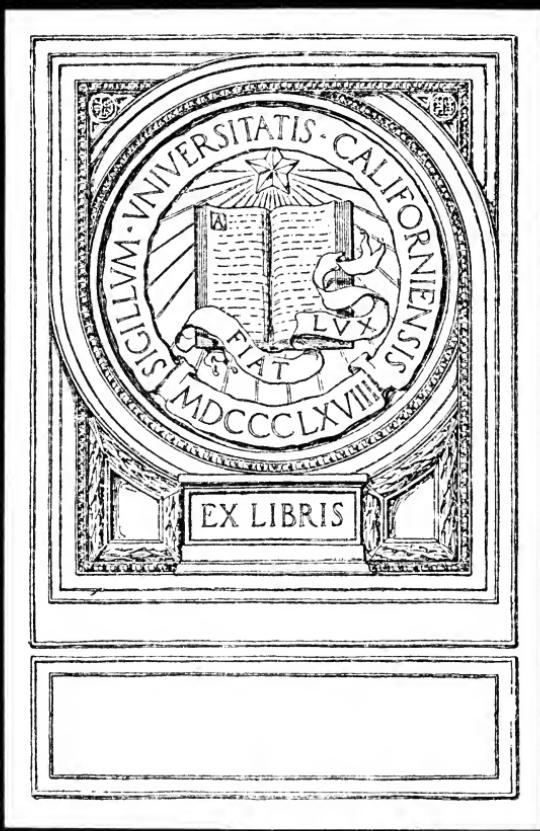
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MUNICIPAL RESEARCH

To promote the application of scientific principles to government

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1914

HELP-YOUR-OWN-SCHOOL SUGGESTIONS

EXTRACTS FROM A FIELD STUDY
OF P. S. 188B, MANHATTAN
MADE AT THE REQUEST OF
PRINCIPAL EDWARD MANDEL

BY THE

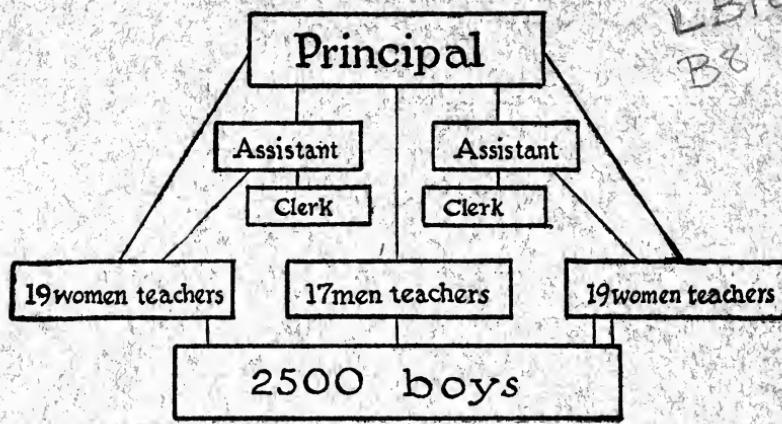
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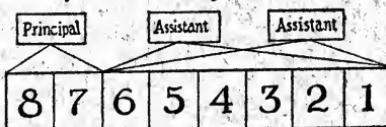
February 21, 1914

Organization

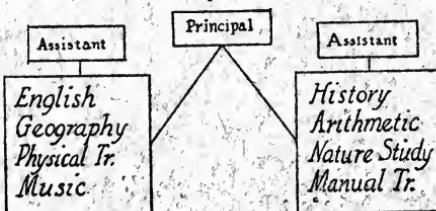
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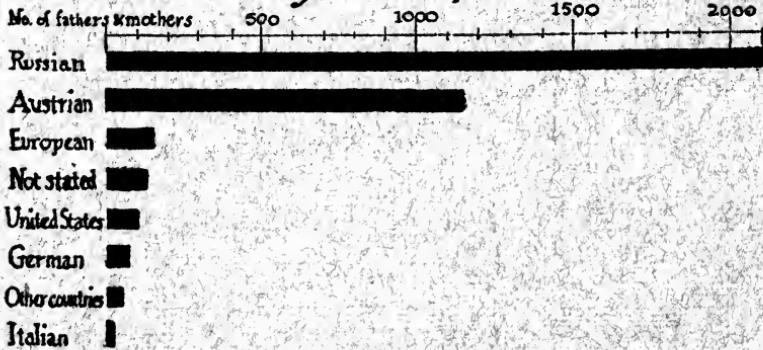
Supervision by Grades



Supervision by Subjects



Nationality of Pupils' Parents



FOREWORD

To help answer questions regarding practical everyday tests which will discover definite points where changes are desirable and where individual children can be helped, we are publishing typical extracts from a report made at the request of Principal Edward Mandel upon the administration and activities of his school for 2,500 boys, P. S. 188B, Manhattan.

Twelve days from November 18 to December 13, 1912, were spent by our Mr. Farmer aided by 12 students in the study of this school. Each of the 59 rooms was visited at least twice. **Forty-five hours were spent in actual inspection of class room work, methods of discipline and inspection;** over 40 hours were spent in questioning the principal and teachers; 75 homes were visited; 25 boys were questioned in detail; 773 special language papers written by 7th and 8th grades were studied; stenographic reports of 18 recitations on all subjects were analyzed; test arithmetic questions were given to 1,480 pupils in grades 5A-8B. A two-day field study of the extra curriculum activities of teachers was based on interviews with 8 teachers and the principal.

To show needs and simple, definite opportunities to help is the purpose of the following extracts and was the purpose of the survey.

TRAINING SCHOOL FOR PUBLIC SERVICE

CONDUCTED BY

BUREAU OF MUNICIPAL RESEARCH

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HOW P. S. 188B USED THE REPORT

Answered by Principal Mandel for General Education Board

In the summer of 1912 the Bureau issued a pamphlet inviting teachers and principals to take a course under its direction. Pursuant to that pamphlet, I called at the Bureau and saw Dr. Brittain. I submitted to Dr. Brittain a mass of statements of facts, which I had accumulated, concerning the workings of this school. While I had a fair knowledge of the direction in which these facts pointed and of their significance, I was not certain of my ground nor did I have any grasp of their full scope. Dr. Brittain and I went over the points as I saw them and the points which puzzled me, and as a result thereof, we devised a series of forms to subject these figures to analysis and I spent the entire summer in analyzing these figures along these lines. As a result of the analysis, although we had previously carefully rated the pupils, we discovered that over 100, according to the scheme of promotion and classification which I had instituted in this school, had been placed in wrong classes, mistakes which, without the form of analysis devised by Dr. Brittain, it would have been impossible to discover with the means previously at my disposal. This form of testing promotions has been in use in this school ever since, and we have devised and enlarged an improved form which gives upon one sheet a complete history of the class and of each pupil therein, and has served as a most excellent check upon ourselves. I enclose a copy of said sheet. It also led to a complete remodeling of the manner in which the records are kept in this school, so that to-day we are in a position to get at our facts with what I believe to be a minimum loss of time. If nothing more than this had been accomplished, the work done by me in conjunction with Dr. Brittain would have more than repaid the time spent.

However, it was evident that reliance upon mere figures without going back of the figures and examining the actual condition of the school, was valueless, and therefore I requested Dr. Allen to let me have the assistance of a number of his experts to examine the school and ascertain its real condition by going into the class rooms and getting at the teachers and pupils. The teachers and I felt that such a test conducted by experts would be of invaluable assistance in measuring actual conditions. Dr. Allen consented. The experts were not anxious to criticise but to get at the facts and to offer such constructive suggestions as they thought would be of assistance to the school. They examined many classes, took up different subjects, examined along lines of their own and along lines which we suggested, and while it is true that in some of the suggestions they made we do not

concur, the fact is that they pointed out a great many things which we would never have detected and as a result we have considerably improved our work in arithmetic and our reading. The investigation in the school was conducted under the direction of Mr. Farmer. I am indebted to him for some of the most valuable suggestions I have ever received from any one, both in school management and in the art of teaching.

It was through the work done in conjunction with Mr. Farmer that we devised a system of detecting errors through graphic charts and thus showing the importance of separately testing children in arithmetic, in (a) ability to write numbers, (b) reading numbers, (c) ability to perform the fundamental operations, (d) ability to reason, and that tests in each of these lines must be so conducted so as to eliminate any chance of error because of ignorance in one of the other lines. So also the work of the Bureau experts showed that the medical inspection in the school was to a large extent inefficient and a follow-up examination showed that hundreds of children had not been examined by the physician in years and that in the majority of cases the nurse had not visited the homes of the children to ascertain what, if anything, was being done by the parents to follow the directions suggested and laid down by the school doctor.

I also enclose a plan sheet blank which we have devised to meet certain suggestions made by Dr. Brittain. If one of these plan sheets is used for each subject (or for a group of related subjects) the principal may see at a glance the entire work for the term and whether it is properly arranged. I also enclose two follow-up blanks to show how the teachers keep track of the needs of the boys.* All these were devised to meet criticisms made very justly by the Bureau's experts, so that the work was cooperative and helpful. It assisted the teachers and it certainly assisted me and I think it would be very helpful to the entire school system if more of such work were done by the Bureau. The above is but a general outline of the assistance I received. I should be glad, however, to answer any specific question which may be put about the work performed here by the Bureau.

Very truly yours,

(Signed) EDWARD MANDEL

*[For these blanks address Principal Mandel, P. S. 188B Manhattan, New York City.]

GRADES DIVIDED INTO GROUPS TO MEET NEEDS OF CHILDREN

Pupils who learn fast



The short quick way

Pupils who learn slowly



The long sure road

Those who must leave school to go to work



Bridge giving widest view

Average pupils



Beaten highway at a steady walk

Skippers because of over-age or special ability



The short cut

In December, 1912, upper grades had from 4 to 6 groups; lower grades from 2 to 4 groups

The analysis of records of progress of the 2,051 children enrolled December, 1912, showed that as a result of this grouping, 717 pupils had gained on an average 2 half grades apiece; 537 pupils lost on an average 2 half grades; 797 pupils progressed without net loss or net gain

CATCH-UP OPPORTUNITIES

Special help is provided for those who need assistance either because they are backward or because they are making rapid progress and need help in catching up with the next grade

Special teachers during hours



Each helped 40 children every day in groups of 3 to 8 for 30 or 40 minutes each

Regular teachers after hours



Helped 23 pupils daily from 4:30-5:30 in groups of 1 to 6

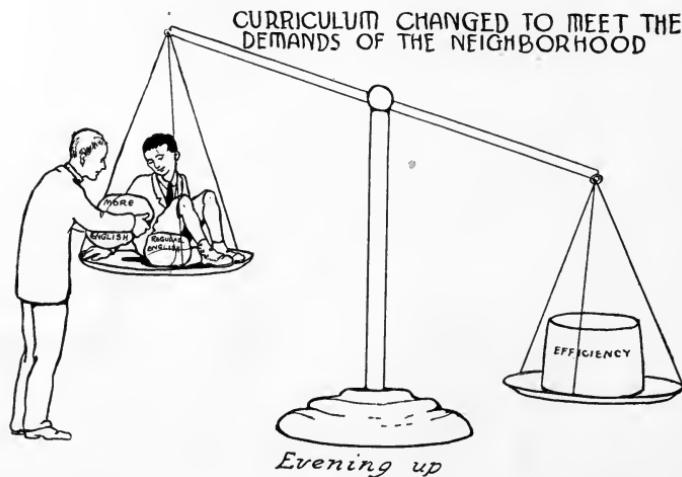
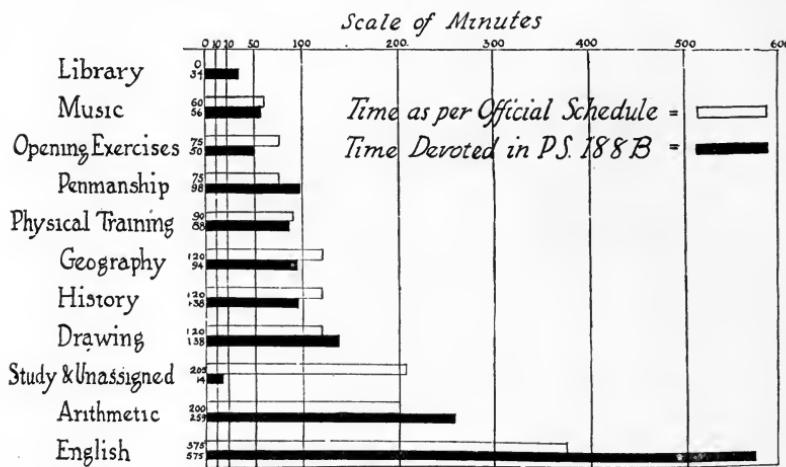
Pupil teachers



104 older and stronger "Big Brothers" helped 578 weaker brothers in groups of 1 to 30

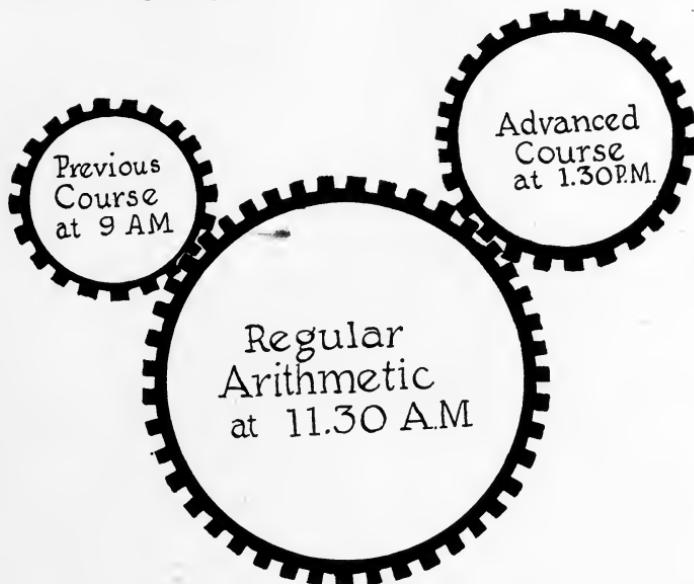
STRETCHING AN "INELASTIC" COURSE OF STUDY

The average number of minutes actually given to subjects in each grade was found to differ from the number of minutes prescribed in the official course of study



RECITATION ADJUSTMENTS

The wheels of the curriculum fit into one another and turn according to the abilities of each pupil. By having classes in the same subject recite at different hours in each group and grade, the weak pupil may review his work in a lower or slower group, and the strong pupil may take advanced work in a higher grade



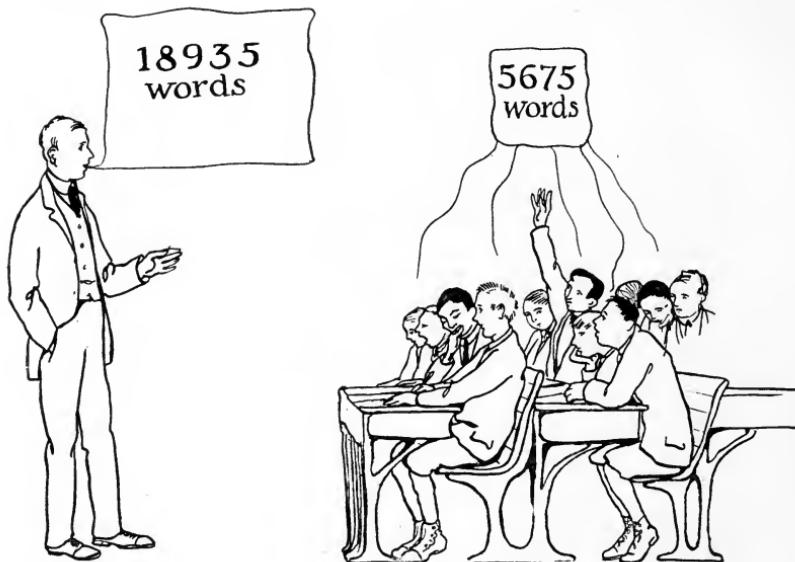
Hours shifted where special drill is necessary



Teacher says please to give me 30 minutes arithmetic for this

TESTING CLASSROOM INSTRUCTION

Stenographic reports of 18 recitations show
How much the teacher talks
How much the pupils talk
What kind of questions and answers pass between teacher
and pupils



Answers

420	one word
208	one sentence
96	phrase
20	extended replies

Questions

What When Where	?	662	How? 138 Why?
-----------------------	---	-----	------------------

These questions call only
on pupil's memory

These questions make
pupils think

Of 828 answers

60 were incorrect

5 were prompted by the teacher

13 were indistinct

12 contained grammatical errors not corrected by the teacher

1 was incorrect and left uncorrected

POINTS NOTED IN TYPICAL RECITATIONS

Grade 8A, Julius Caesar

Length of recitation, 37 minutes; time spent in changing from one lesson to another, one min.; in individual quiz., 10 min.; in use of dictionaries, 3 min.; in reading, 23 min.

Errors in method

- a—Text books with pages numbered differently were used
- b—There were sufficient copies of Lamb's "Tales from Shakespeare" for the full class, but they were not used
- c—Seeing that words were being mispronounced, the teacher gave the boys 3 minutes with their dictionaries. There was no appreciable effect, as the boys were unable to use dictionaries with sufficient ease to get more than a word or two each
- d—The teacher had to consult his book frequently in order to be able to ask questions
- e—The teacher used leading questions and "told" where he should question; for example, T. "He finally did promise to tell?" A. "Yes, sir." T. "Then the conspirators all—." A. "Left." T. "And we find ourselves in Caesar's palace"
- f—When the teacher himself took part in the reading, he read lifelessly

Point of excellence: The teacher's manner was quiet and restful

Grade 6B, Group 5, Geography of the British Empire

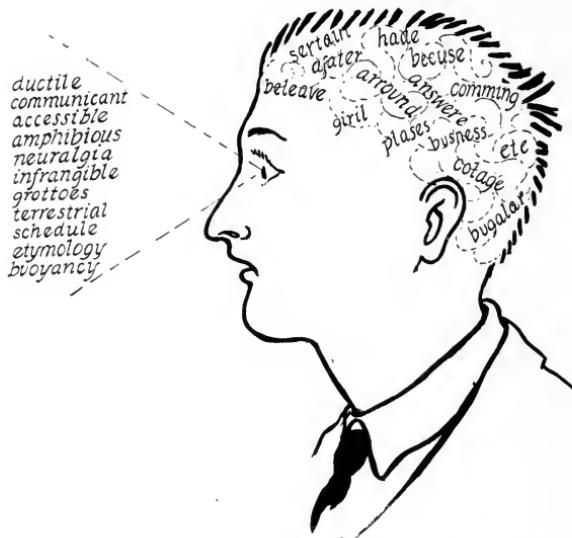
Length of recitation, 19 min.; time spent in asking questions of individuals, 6 min.; of the class, 13 min.

Errors in method

- a—Teacher allowed inaccurate statements to pass unnoticed; for example, the statement that England ruled in Africa, "Morroco, Cape Colony and Egypt"
- b—Teacher repeatedly used leading question; for example, T. "That (42,000,000 people) is almost half the people of the United States, isn't it?" A. "Yes, sir"
- c—The teacher frequently told things to the pupil which should have been brought out by questioning; for example, "The British empire means the government that controls the different kingdoms ruled by England, see?"
- d—The teacher seemed to be unable to control choruses of answers from the class; for example, T. "I will ask the boys not to talk unless I call their names and not to answer questions unless I call their names. John, is there any other country that brings in as much goods as England does?" A. "No, sir; England brings in the most goods." T. "What shows it?" (No answer at all.) T. "How do you know?" A. "Has more merchant vessels." T. "How many merchant vessels has she?" A. "21,000." T. "About 21,000 merchant vessels. That is more than all the merchant vessels of the world put together. Is that right? A. (Chorus) "Yes, sir"
- e—Teacher repeatedly suggested answers, or even put answers in the mouths of pupils; for example, T. "Now, why does England need to do so much commerce?" A. "To—" T. "To support—" A. "To support—" T. "The people—" A. "The people—" T. "Living in her country?" A. "Living in her country"

Points of excellence: The teacher was lively and imparted a great deal of life to his class. All seemed anxious to answer

SPELLING MISFITS



Trying to learn these words

While still misspelling these

In one 5B spelling class the words assigned were **evade**, **excitement**, **evident**, **exhausted**. The words had been taken up in class, spelled and discussed as to meaning. At the investigator's request the words were used in sentences. Typical results were:

My mother told me to **evade** from the water
The boy **evades** his mother
My mother **evades** me from water
The boy **evade** because he cheit
My mother told me to **evade** from climbing

When the fire broke out the people were **excitement**
The people were **excitement** when they screamed
A boy got me **excitement** and I ran after him
There was a big **excitement** by the fire
When a **men** goes from a **eccident** he is **excitener**

I **exhausted** my mother
He **exhaest** when he came from work
The robbers try to **exhaust** the police
I was **exhaus** yesterday
I **exhaust** a hard days **word** with taken a rest

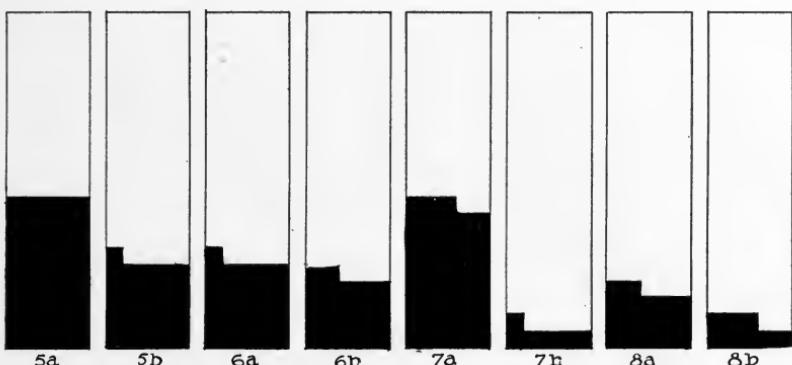
He is **event**
He was **evidend** when he this noise
I had **evident**
This **nomber** is **evadent**
I have read a **evident** book

INCORRECT OR PECULIAR IDIOM IN LANGUAGE PAPERS

“worship to God”
“on the next winter”
“starved for hunger”
“my both parents”
“a thank to God”
“all in a sudden”
“a such good time”
“In the second winter they started” for “In the beginning of the second winter”
“Please excuse I have lost my outline”
“That composition took me to write it twenty minutes”
“they were by there last barrel of flour”

Chart showing extent of mistakes due to influence of foreign idiom, based on number of mistakes of pupils reported by the teachers

Column=total no. mistakes reported ■=percent due to foreign idiom



The total number of mistakes reported by each teacher were compared with the number reported as due to foreign idiom. It was found that many teachers showed no evidence of being sufficiently conscious of the problem. For example, in grade 5A, the teachers reported only 7% of mistakes as due to foreign idiom; in grade 7A, 10%; 6A, 2%; 8A, 1%

HOW READING WAS TAUGHT

10 classes in grades 1A-2B were visited

In blackboard drills and with word cards, the following words were among those miscalled by pupils in one 1B grade:

fish was called boy	merry was called little
little was called fishes	brother was called mother
play was called see	run was called boy
say was called play	swim was called fish
fishes was called boy	run was called merry

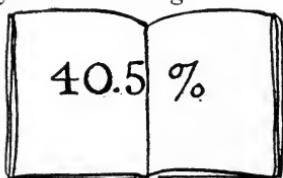
The same kinds of mistake were made in 8 other primary classes visited. The pupils called words in a halting, uncertain manner, failed to get the thought, and seemed to derive no pleasure from the stories read

15 children in 7 recitations were called on to tell the story of the lesson in their own words; 13 of these repeated the exact words of the book, word for word

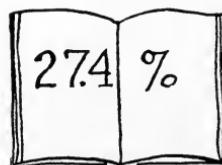
One 1B grade was doing exceptional work. The pupils were confident, eager and read with evident pleasure. They found no difficulty in grouping the words into phrases so as to give the thought with good expression and apparent understanding. These pupils had been trained to use mechanically the elements of phonics, taught in all primary classes

6 primary teachers were asked about the amount of reading that could be done by the primary grades. Two, 3 or 4 books were given as the maximum possible. That 20 books might easily be covered in a term was believed to be impossible by these teachers; yet in St. Cloud, Minn., for example, 25 standard 1st and 2d grade reading books are read by the 1st grade children

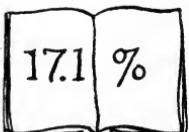
12 classes in grades 4A-8B were heard. In 5 of these it was clearly evident that the pupils appreciated and enjoyed what they were reading



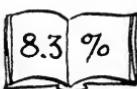
Juvenile Fiction



History



Classics



Modern fiction



Miscellaneous



Poetry

HOW ARITHMETIC WAS TAUGHT

10 recitations in grades 1A to 4B were visited

In a 1A grade a teacher was attempting to teach $6+2=8$. Three pupils gave as answers, 5, 9, 7. The teacher asked them how much 6 oranges and 2 oranges made, but failed to get the desired result. She drew 6 circles and 2 circles on the board, and a boy said 8. She asked another boy how much 6 boys and 2 boys made, but he looked blank. The visitor turned to him and said, "Suppose you had 6 cents and earned 2 cents, how much would you then have?" Quick as a flash, he replied "8 cents"

In a 3B grade the pupils were solving practical problems dealing with every day matters with which the boys were perfectly familiar, and there was no hesitancy in correctly solving them. Some of the problems given were:

1. A boy earned 10 cents on Monday and 12 cents on Tuesday. On Wednesday he paid 9 cents for apples. How much had he left?

2. Suppose you bought 5 tablets for 7 cents each and sold them at 10 cents each. How much would you make?

Two solutions were immediately forthcoming, the second boy proudly proclaiming he had a much easier way to get the answer. In a 3A grade after an ordinary drill in the 5 tables had been given, this problem was assigned: **If 2 apples cost 5 cents, what is the cost of 4 apples?** Forty pupils wrote replies of which **12 answered 10 cents and 28 answered 20 cents**

A set of 14 exercises to test accuracy in computation and to illustrate a method of testing efficiency was given to all pupils from grades 5A to 8B. A time limit of 5 minutes was set for each example, and the time taken by each pupil was recorded.

Of 1480 pupils in grades 5A-8B

Pupils failed to	solve correctly these problems
132 or 8.9%	Add 3457; 488; 7593; 5788; 306; 235; 9877; 784
123 or 8.3%	Subtract 14536 from 40102
417 or 28.1%	Multiply 3896 by 478
475 or 32.1%	Divide 85967 by 47
239 or 16.1%	Add $2\frac{3}{4}$; $1\frac{1}{4}$; $2\frac{3}{8}$
413 or 27.9%	Subtract $2\frac{7}{8}$ from $4\frac{2}{3}$
594 or 40.1%	Multiply $2\frac{3}{4}$ by $1\frac{1}{4}$
514 or 34.7%	Divide 12 by $1\frac{1}{3}$
503 or 33.9%	Divide $5\frac{1}{4}$ by 3

Of 1286 pupils in grades 5B-8B

Pupils failed to	solve correctly these problems
947 or 73.6%	Divide 2453 $\frac{1}{10}$ by 48
391 or 30.4%	Divide $2\frac{1}{4}$ by $1\frac{3}{4}$
352 or 27.3%	Divide .12 by .2
538 or 41.8%	Divide .12 by .002
389 or 30.2%	Multiply .05 by .5

ARITHMETIC RESULTS

A second test was given to 758 pupils in the 7th and 8th grades. These simple type problems had been repeatedly taught to the pupils taking the test. The results were:

21% did not solve correctly: "Suppose you bought 5 gallons of milk for \$1 and sold it at 8 cents a quart, what percent would you make?"

43% did not solve correctly: "Four men built a barn. A worked $1\frac{1}{2}$ days, B $2\frac{1}{2}$ days, C $3\frac{1}{2}$ days and D $4\frac{1}{2}$ days. They received \$48 for their work; what was each man's share?"

60% did not answer correctly: "If $1\frac{1}{2}$ yards of ribbon cost one-third of a dollar, what will $2\frac{1}{4}$ yards cost?"

40% obtained incorrect results: "Suppose you bought a bicycle for \$20 and after paying 20% of the cost price for repairs, you sold it for \$30, what percent would you gain?"

17% failed to "find the interest on \$240 at $4\frac{1}{2}\%$ for 1 year, 1 month, 10 days"

22% failed to answer correctly: "If the cost price is 2 cents and the selling price is 3 cents, what is the gain percent?"

50% answered incorrectly: "When the principal is \$200 and the time 5 years, and the amount is \$260, what is the interest and what is the rate?"

ONE GEOGRAPHY LESSON

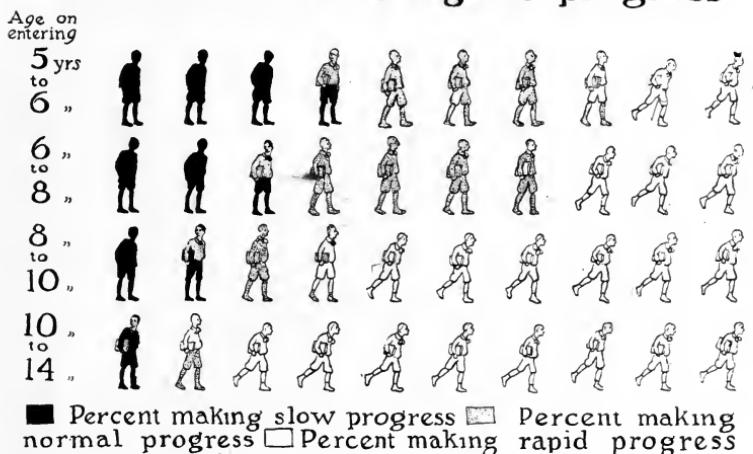
8 classes were seen. One 8th grade class was studying the silk industry. The teacher had made careful preparations for teaching the lesson. In full view of the class was a cabinet showing the various steps in the production of silk thread. The exhibits were passed around, and an easy "round table" discussion was carried on by pupils and teacher. Pupils seemed entirely free to volunteer information, a nod from the teacher giving permission. Ten pupils out of 40 asked pertinent questions calling for information as to who discovered the silkworm, when, where. Seven pupils asked questions that were perplexing and thought-provoking. One boy raised the question as to how a worm could make silk; another as to why he should do so anyhow. Just before closing the teacher remarked, "Now, boys, there are several questions that we could not answer to-day. What are some of them?" At this point the questions were listed on the board. This done the teacher remarked, "What shall we do about it?" One boy answered, and it was sufficient for the class, "Know it to-morrow"

In 6 other recitations the teacher did all the work, asked "leading questions" to get the desired replies, and failed to make the material of the recitation touch the lives of pupils or stimulate their interest

PUPILS NEEDING ATTENTION BECAUSE OF NON-PROMOTION OR LATE ENTRANCE

By normal progress is meant finishing a half grade in a semester; slow progress is failure to complete a half grade in a semester; rapid progress is completion of more than one half grade per semester

Relation of entrance age to progress



43% of the whole school are making rapid, 31% normal, and 26% slow progress

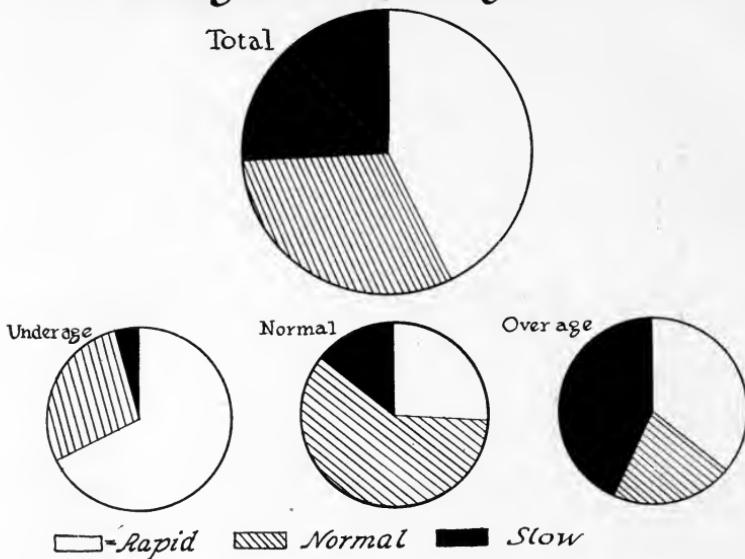
68% of underage pupils are making rapid, 28% normal, and 4% slow progress

26% of normal age pupils are rapid; 60% are making normal progress, and 14% are slow

36% of overage pupils are rapid; 21% are making normal progress, and 43% are slow

School Year	2½	2	1½	1	½	Normal	1	1½	2	2½	3	3½	4	4½	5	5½	6	6½
8 th	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
7 th	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
6 th	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
5 th	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
4 th	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
3 rd	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
2 nd	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
1 st	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Total	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Progress by Age



Age Progress Chart of 2242 Pupils

(Read up and down for age and across for progress)

Under Age Normal Age Over Age

425 Pupils making 19%	125 RAPID 5%	411 progress 19%
175 Pupils making 8%	290 NORMAL 13%	238 progress 10%
27 Pupils making 1%	66 SLOW 3%	485 progress 22%

The pupils in the lower right hand corner are most in need of help since they are both old for their grade and slow in progress

Gains made by pupils of different age groups

1000 underage pupils gained 348 grades

1000 normal pupils gained 1048 grades

1000 overage pupils gained 616 grades
--

Failures of pupils of different age groups

120 failures	made by 1000 underage pupils
--------------	------------------------------

1000 normal pupils make 709 failures

1000 overage pupils make 1000 failures
--

Of Every 100 Failures

7 by young pupils	30 made by normal pupils	63 made by overage pupils
-------------------------	-----------------------------	------------------------------

97 occur in grades 1 to 6	3 \leftarrow Grades 7-8
---------------------------	------------------------------

Promotions & non-promotions, first semester, 1912-13

Failures 10%	Promoted Regularly 77%	Promoted twice or more 13%
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Chart showing percentage of foreign-born pupils
ahead of, up to, and behind their grade



CONFERENCES WITH TEACHERS

The principal meets with all teachers at least twice a month for one hour; when necessary, meetings are held weekly. Further meetings are held for the discussion of special grade problems. The principal prepares memoranda outlining the subjects to be discussed. These memoranda are used by teachers as a guide to the discussions and are kept for future reference. They also serve as a record of subjects discussed at the conferences. An analysis of 130 of these memoranda covering the past 6 years shows that:

1—Composition and grammar were discussed on 29 different occasions under these subjects:

- How to correct common errors in letter-writing (6 times)
- List of abbreviations classified by different grades
- The use of capitals
- Dictation in the teaching of language (3 times)
- Symbols to be used in marking pupils
- Suggestions as to how to teach language and correct faults in oral expression and written composition (3 times)
- List of foreign phrases to be learned by the 8th grade
- List of social titles to be taught
- How to teach punctuation (2 times)
- Suggestions as to the use of indices and tables of contents
- Suggestions for programs on special occasions
- Misuse of prepositions by pupils and how to correct
- Common errors of speech and how to correct (3 times)
- Outlines in grammar (3 times)
- Questions in grammar

2—Arithmetic was discussed on 15 different occasions:

- Drills to fix the primary facts of addition and multiplication
- The teaching of denominate numbers, indicating what tables shall be taught in different grades
- Roman numerals, showing where and when they shall be taught
- Methods of teaching numbers in the primary grades
- Suggestions as to the teaching of arithmetic
- The kind of problems that ought to be given to classes
- Arithmetic for special classes
- Methods of teaching arithmetic

3—Spelling was discussed on 16 different occasions:

- Suggestions as to how to teach spelling
- The relative values of dictation and a spelling list
- How to conduct drills
- Suffixes listed, showing what shall be taught in each grade
- Prefixes listed, showing what shall be taught in each grade
- The meaning of names
- Homonyms, how and in which grades they shall be taught
- Suggested list of words to be used as tests for lower grades
- How to teach rules
- Presentation of simplified spelling list
- List of synonyms to be taught to 7th and 8th grade pupils
- Test words by grades
- Emphasis placed upon the selection of words misspelled by pupils in written work
- Study of phonics and its relation to spelling
- How to teach the meaning and use of words

TEACHERS' CONFERENCES (Continued)

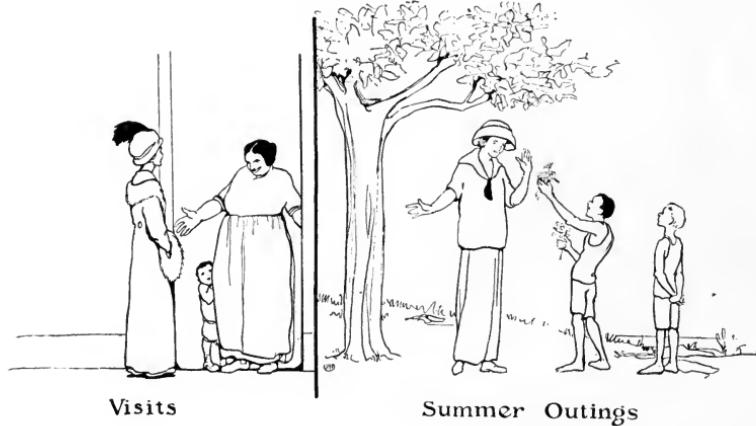
- 4—**Geography** was discussed on 7 different occasions:
 - How to read maps
 - Suggested topics for home discussion
 - Essentials and non-essentials and questions to test
 - The use of the census in the study of geography
- 5—**Hygiene** was discussed on 4 different occasions:
 - How to observe children to discover physical defects
 - Need of physical and medical examination of children
 - Need for teaching personal cleanliness
 - Need for cooperation by teachers with health department
 - Danger in improperly dusting room (2 times)
 - The amount of time to be devoted by various grades
- 6—**Writing** was discussed on 5 different occasions:
 - The use of copy and blackboard
 - What may be done to prevent cramped writing
 - Methods of teaching writing
 - The use of proper materials
- 7—**Drawing** was discussed on 2 different occasions:
 - Purpose and methods of teaching drawing
 - Outline of drawing and instruction work by grades
- 8—**Method of teaching music** was discussed once
- 9—**Teaching pupils to study** was discussed on 2 occasions
- 10—**Educational work** was discussed:
 - The need of teaching and the use of diacritical marks
 - How pupils may be taught the use of a dictionary
- 11—**Manners** were discussed when definite instructions were given to teach politeness, manners, and general behaviour, with suggestions as to how this may be done
- 12—**Teaching special classes** was discussed on 2 different occasions:
 - General instructions given on how to teach special classes
 - Bibliography of the subject presented to teachers
- 13—**School management:**
 - Keeping of progress books to date
 - The teacher's voice in teaching (4 times)
 - Request that written work be submitted monthly
 - Character of letters written by teachers to parents
 - Instruction as to records of attendance
 - Lists of text books submitted (3 times)
 - Special class programs
 - Rules governing the opening of schools, promotions, etc.
 - Irregularity of attendance by teachers and pupils
 - Special forms for reporting school facts
 - Reports of conferences with district superintendent (5 times)
 - Turning out lights when leaving late in the afternoon
 - Opening of windows
 - Use of boys as monitors
 - Tabulation of results so as to show promotions by grades
 - Purpose of model lessons by teachers especially proficient
 - The basis of assigning teachers to special grades
 - Instructions to govern passing out of the building
 - Reports showing the classification of pupils in grades
 - Methods of discipline
 - The waste of time in classroom instruction
 - Requests for teachers' best devices in teaching any subject
 - Promotions, failures and backward children
 - Home work
 - Rules for rating teachers

PARENTS' MEETINGS

Twice a year, in December and June, parents are invited to the school. Sometimes fathers come, and smaller brothers and sisters, but the gathering is made up chiefly of mothers. A little program is given by the teachers or the children. At every meeting a physician is at hand to tell mothers about the health needs of the children and refreshments are provided. Each boy brings a cup and saucer for "Mamma's party"

Parents are frequently invited to the weekly meetings of the classroom clubs. Mothers of children in the ungraded classes meet regularly in the school. Mothers of children in the lower classes are invited to come to the opening exercises in the junior floor auditorium, and many of them frequently attend

Because of frequent home visiting by class teachers, parents feel free to come to the school whenever they have questions or requests. They are constantly asking teachers to take their place as disciplinarians of their children



DECORATIONS

All the pictures and casts in the rooms and halls are gifts of the clubs, paid for by the boys from their weekly dues. Though the teacher may suggest a desirable subject for the picture, the boys select and purchase the picture themselves. Some classes, like 8B1, give a picture each term, and the occasion of the presentation is made into a school festival. A strawberry festival given by the teachers netted enough money to purchase 15 German prints. One class is giving a series of pictures representing scenes in English history

UNGRADED CLASSES

Through the efforts of the teachers and older pupils of 188B, morning lunch of biscuits and milk is supplied each day to the ungraded classes

Each term the teacher visits the home of every child at least once, and in many cases more frequently; and mothers' meetings are held at the school at which the teacher explains the extra care needed by the children

As evidence of super-interest on the part of teachers, the stories of 2 of the boys whom the teacher took home with her during three summer "vacations" to find out what country air and good food would do for them, are given here in her own words:

Summer of 1910, Hyman and Sidney. Hyman was undersized, nervous, dull of hearing, eyesight slightly defective, one foot slightly lame, mentally a case promising to become normal, although at the time very deficient. Hyman spent a very happy summer, doing during the ten weeks a very little school work, and taking excellent care of Sidney, daily dressing both himself and Sidney, who was not skillful enough to dress himself. The two boys slept, ate, and played together, and were fast friends. They were often overheard at bedtime discussing projects for the next day. Hyman was heard to say, "We can't go out in the boat tomorrow until after father says, 'Oh, Lord, amen'" (referring to family prayers)

Sidney returned to New York for the opening of school, the picture of health, but seemingly as deficient as ever mentally. The mothers were both delighted, and expressed their appreciation. Hyman was promoted to do grade work, and he has been doing it ever since. He is now in a 2B grade, working towards 3A. Through the principal I procured eyeglasses for Hyman, which helped to correct the eye defect and improved his reading power. His hearing still seeming slightly dull, I sent him to the doctor, who examined the ears and removed from one of them a huge roach imbedded in wax

Sidney remained in the ungraded class. His mother, feeling very sad at the abuse Sidney received on the streets on account of his simple manner, begged me to place him in a good institution, but seemingly there is no such place for the feeble-minded, so Sidney remained in the ungraded class

How poor pupils are helped



Shoes and
clothing



Eyeglass
fund



Dental
Treatment
for 10¢



Free hospital
care

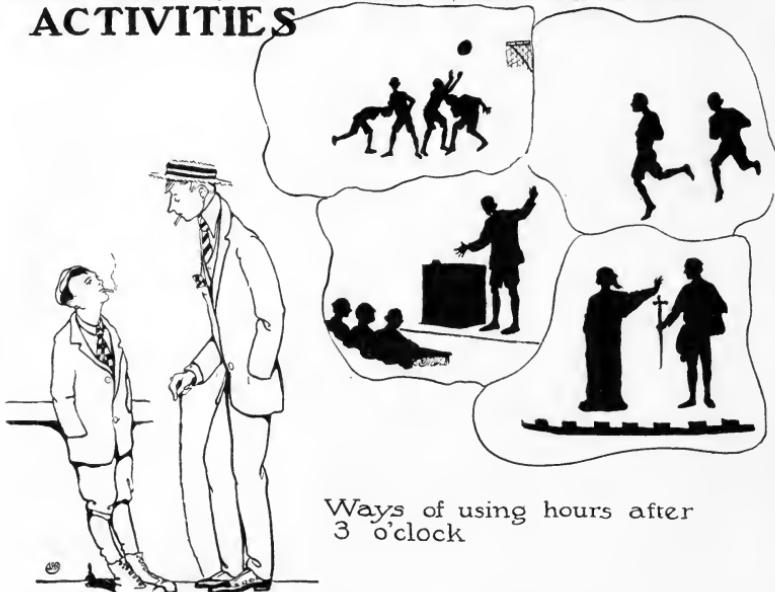
EXTRA CURRICULUM ACTIVITIES

Without remuneration and without credit toward promotion, teachers were found in charge of extra curriculum activities requiring several hours of time each week

Of 36 private and semi-public agencies which might logically be expected to interest themselves in these extra curriculum activities, the teachers interviewed remember contact with only 10. Teachers were found who did not know of all the agencies working along the extra curriculum lines in which they were interested

Extra curriculum work is said to be hampered by the necessity for promotion preparation. Several clubs were given up because the teacher in charge could not spare the time. The general feeling among teachers most interested was that credit should be given for this after-school work in place of some of the courses now required for promotion

IMPORTANCE OF AFTER SCHOOL ACTIVITIES



ATHLETICS

17 teachers helped 648 out of 2,500 boys to win the P. S. Athletic League medal in 1911, supervised field meets and walking clubs in which 715 boys walked 50 miles in two months

SCHOOL ATHLETICS



The call to the truant

CLUBS

Each classroom in the school is organized into a club in charge of the teacher

Of particular interest is the **Waring Club**, whose motto, "Serve your City," stands on a banner under the seal of New York. The club delegates four inspectors to keep the school clean for a term. At 10:30 and 1:30 inspections are made of classrooms, halls and areaways. A bulletin board of current events is kept up to date by a committee which decides what shall be posted for the club's information

WARING CLUB



Membership in the **Lawrence Club** is considered the highest honor in the school. Only 25 or 30 boys belong, and they are admitted after investigation by a committee and trial membership. The activities of the club are social, literary and athletic. The Flag Day celebration of the school is left entirely in its hands

Two years ago at the boys' request, a dramatic club of 25 was formed from pupils in the 7th and 8th grades

AFTER-SCHOOL JOBS FOR BOYS

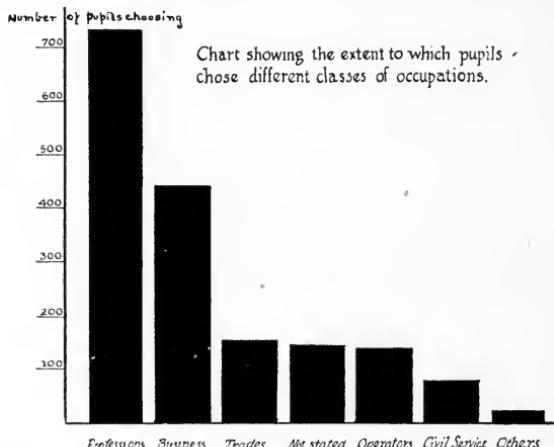
195 pupils reported that they were earning money at salaries ranging from 10 cents to \$6 per week

Total earnings amount to \$435.65, an average of \$2.20 per working pupil

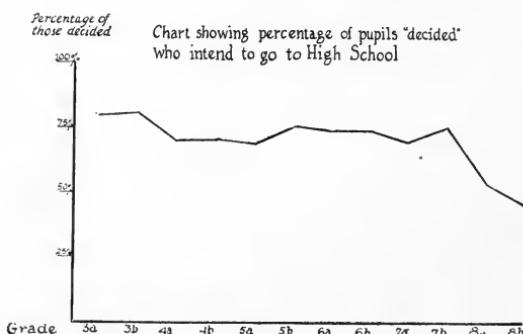
30 different occupations were followed by these boys; the largest number, 88, were errand boys; 24 were peddlers; 19, newsboys; 7, office boys; 6, workers on wagons; 3, bookkeepers, salesmen, singers; 2 button makers; factory workers, express helpers, label pasters, pretzel makers, tailors' assistants, tutors, tobacco strippers, etc.

WHAT PUPILS WANT TO BE

1,521 pupils reported, naming 131 different occupations



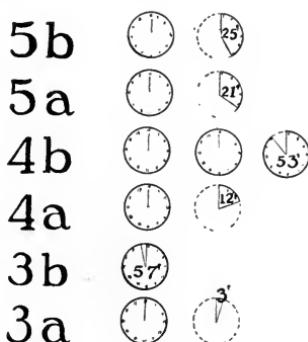
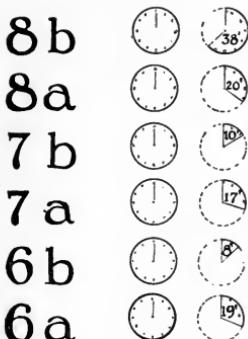
1,232 pupils out of 1,827 planned to go to high school, 507 decided not to go and 88 were undecided



HOME STUDY

The school program shows that less than 1% of the total school time is left for study and unassigned time. This gives less than 15 minutes per week

As the students leave for home at the end of the school day, each pupil is loaded down with books. Even the children of the 1st, 2d and 3d grades carry books home for study. The principal states that he has tried study periods in school but found the plan unprofitable; it should succeed



= one hour of home study

The clocks show how much pupils said they study at home

DISCIPLINE

The discipline of the building is remarkable for its freedom. In all the upper grades, at least, teachers leave their classrooms at any time, certain that the pupils will go on with their work in perfect order

One morning about 9:30 o'clock, the principal called 20 of the upper grade teachers to his office to give directions about a piece of work he wished accomplished that forenoon. The conference lasted 20 minutes. During that time 773 boys were left without the supervision of a teacher. The investigator was anxious to see what was happening and visited every room. In each case a pupil was in charge; the class was going on with the lesson as if the teacher were there. It is a part of the principal's plan to leave pupils by themselves and thus give them a chance to take care of themselves

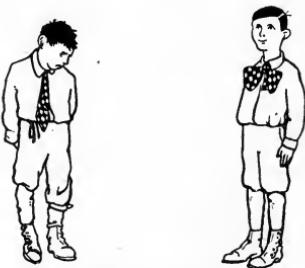
Whenever a visitor and the principal came into a classroom where a recitation was going on, if the teacher's attention was taken from the recitation, pupils immediately and without direction took their books and went to work. In not a single case out of over 100 did pupils fail to do this

DISCIPLINE (Continued)

In the building and on the street the boys are unusually courteous and considerate. On one occasion a visitor was seen coming up the stairway. At the same time a group of 40 boys in charge of a monitor was passing downstairs on the same stairway, too narrow to permit the visitor and the boys to pass each other. As soon as the monitor in charge saw the visitor, he ordered the boys to about-face and pass back to the hall.

Passing through the halls in looking for special rooms, the visitor found it necessary to ask for information as to the location of the room. In every instance the boy addressed gave the information, or politely said he did not know. On the first day's visit to the school, the investigator inquired of a little fellow about seven years old where the principal could be found. Without an instant's hesitation, he replied: "I will show you the office where it is," and his reply was accompanied by a smile clearly showing his delight in rendering a service to a visitor.

Discipline and Cleanliness



Moral effect of neatness

The experience of the school has demonstrated the effectiveness and helpfulness of permitting pupils to shoulder responsibility in matters of discipline.

Whenever a boy gets into trouble, his classmates are permitted to assume the responsibility for his future conduct. The procedure is as follows:

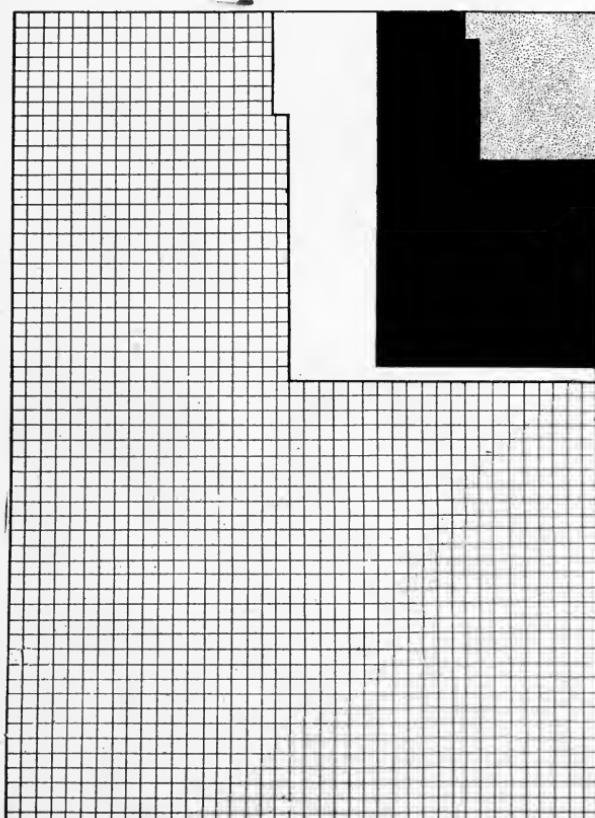
- 1—The classmates of the boy in trouble have a meeting in which a thorough understanding with the boy is established.
- 2—A formal statement is drawn up by the class, requesting that the members of the class be allowed to assume the responsibility for the boy's misdemeanor and future conduct.
- 3—This statement is presented to the teacher and principal, who invariably grant the request.

MEDICAL EXAMINATION AND TREATMENT

The homes of 71 children having physical defects were visited, 37 having defective teeth alone. Of these 37 cases, only one had received a printed notice of physician's findings; only 3 received a visit from the physician and 2 from the nurse.

Of the 34 cases with defects other than teeth, 16 received notices, 18 did not; only 4 received visits from the physician and 14 from the nurse.

WHAT THE SCHOOL RECORDS SHOW



■ not examined □ examined; found perfect

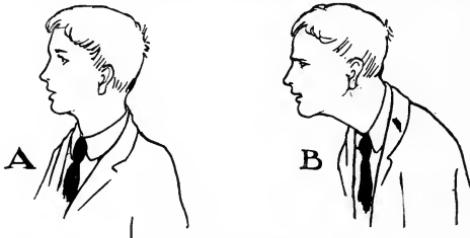
■ found defective and treated

■ found defective but not treated

MEDICAL EXAMINATION (Continued)

4 nearsighted pupils were found unable to see what was written on the blackboard because they were seated at the rear of the room. No attempt was made to discover the extent of the negligence by teachers of pupils' defects

BLACKBOARD LIGHTING TESTS



A = attitude and expression of boy taking 7 seconds to read 6.7 words
B = same boy using same chart at same distance on dark side of room takes 9 seconds to read 6.2 words

1,870 pupils from 3A-8B answered questions for a health survey, using part of the *Hoag blank for pupils and teachers

	Yes	No.
1. Have you ever had much sickness?.....	461	1409
2. Are you well now?.....	1785	85
3. Do you eat breakfast every day?.....	1801	69
4. Do you eat dinner every day?.....	1842	28
5. Do you drink coffee?.....	1551	319
6. Do you drink tea?	1494	376
7. Do you have your bedroom window open at night?	1465	405
8. Have you ever been to the dentist?.....	1216	654
9. Do you own a tooth brush?.....	1634	236
10. Do you use a tooth brush every day?.....	1354	515
11. Do you have headache often?.....	410	1460
12. Can you read easily what is written on the blackboard?	1733	128
13. Does the print blur in your book?.....	321	1548
14. Do your eyes trouble you in any way?.....	278	1592
15. Do you often have ear ache?.....	104	1766
16. Do your ears ever run?.....	103	1767
17. Can you hear easily what the teacher says?....	1802	67
18. Is it hard for you to breathe through your nose?	288	1582
19. Do you have sore throat often?.....	266	1644
20. Do you tire easily in school?.....	201	1667

No place is provided where records of medical inspection may be safely kept. They were found on window sills, shelves and teachers' desks

*Dr. E. C. Hoag, for Minn. State Board of Health, St. Paul

SUGGESTIONS FOR IMPROVING PHYSICAL CONDITIONS

Building

- 1—That a wire glass partition be put in the stair shaft to replace present wire screen
- 2—That the newel posts be made less obstructive in design, and a more gradual, continuous curve be given to hand rail
- 3—That the landings on all the stairs be widened if possible
- 4—That doors of fireproof material be placed at the top and bottom of the visitors' stairs; at the top and bottom of the stairs running from ground floor to roof; in the connecting corridors between girls' and boys' sections of the building
- 5—That fireproof window frames be put in the windows of the boiler room
- 6—That all room doors be made of fireproof material
- 7—That steel doors between the boys' and girls' playground be installed in place of the present wooden doors
- 8—That present steel trusses over the roof playground be supplemented with small rafters designed to contain sections of wire glass or other material
- 9—That removable sections of glass or other material be placed around the sides of the playground. These sections to connect the covering formed, as recommended. This would allow the use of the playground in all kinds of weather. The sides could and should be used as wind shields
- 10—That removable or permanent fire escapes and a sprinkler system be installed
- 11—That an investigation be made into thermostatic control. Twenty-two rooms were visited in one afternoon. The thermometers registered from 62 to 74. There should be a standard degree of temperature
- 12—That inquiries be made as to the possibility of installing a humidifying apparatus
- 13—That an investigation be made through the proper authorities relative to the extreme low pressure of the water

TO IMPROVE PHYSICAL CONDITIONS (Continued)

14—That bubbling spray fixtures be installed for drinking water. The vast majority of boys do not have individual drinking cups

INDIVIDUAL DRINKING CUPS *(692 Reports)*



Boys having individual drinking cups (3.7%)
 Boys without cups as there is no sanitary drinking fountain these boys must use a common cup

15—That traps be removed from part of the soil pipes to a point nearer the discharge and attached to a horizontal or inclined stretch of pipe

16—That some sort of check be put on the work of the cleaners

17—That a non-drying oil be used on the classroom floors twice each year, and an oiled preparation used at every sweeping

18—That the use of feather dusters be discontinued and the use of dry dusting cloths be stopped

19—That the blackboards be thoroughly cleaned every week by janitors and not by pupils and teachers

20—That the playground on the street floor be cleaned by the use of a hose every week on account of the excessive use of this playground

21—That the windows be washed more often

Class Rooms

1—That the seats be adjusted to the individual pupil, at least once each year for all pupils below the 7th year

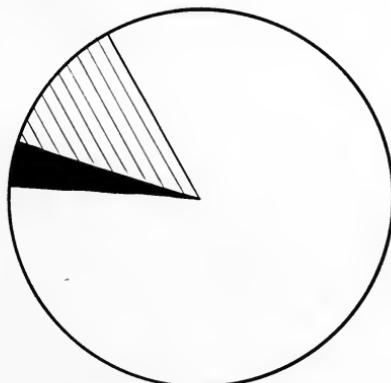
Adjustment of desks and seats (494 examined)



■ = proportion badly placed, 36.1 %

- 2—That owing to plan of departmental teaching more care be exercised by the teachers of the 7th and 8th year pupils in assigning boys to seats
- 3—That all teachers be taught the essentials of adjusting seats to children
- 4—That the ventilation of every room be regulated to insure 30 cubic feet per minute
- 5—That window boards be furnished to prevent direct draft on children
- 6—That the windows and transoms into the corridors be always open
- 7—That translucent curtains be furnished in every class room
- 8—That the seatings be changed in the 6 rooms where the light comes from the right

Lighting of Class Rooms



■ Windows on two sides
 ▹ Windows on right side of pupils
 □ Windows on left side of pupils

TO IMPROVE PHYSICAL CONDITIONS (Continued)

9—That the cloak rooms throughout the building be used, even though they are inadequate as to size, accessibility, ventilation and light

Sanitaries

- 1—That a modern system of sanitation be installed
- 2—That arrangements be made for better window lighting and more electric lights installed
- 3—That toilet paper be supplied in the closets
- 4—That if it is not possible to have the present fixtures torn out, all woodwork be painted white enamel
- 5—That the flushing apparatus be immediately repaired
- 6—That these rooms be inspected several times daily by a responsible person and cleaned frequently enough to do away with all odors
- 7—That individual towels and sanitary soap containers be supplied

Bath Room

- 1—That the partitions between the shower baths be removed, thus making the room lighter, increasing possible number of bathers at one time, and making it easier for the directors to control the boys
- 2—That lockers be set up around the walls of the bathroom
- 3—That proper ventilation of this room be provided

Playgrounds

- 1—That proper "vents" be opened up in the glass roof of the playground
- 2—That arrangements be made for the care of the boys' coats during exercise

Teachers' Rooms

- 1—That teachers' rooms be made more inviting by proper furnishing
- 2—That more care be given to these rooms by the cleaners

Physical Education

- 1—That more definite help and instruction be provided for the teachers
- 2—That classroom windows be always wide open during the two-minute drills and that the boys remove their coats
- 3—That physical examination and diagnosis for pupils be provided, and that this be made the basis for corrective work
- 4—That as far as possible the 20 and 40 minute drills be devoted to corrective work

Hygiene

- 1—That the "laboratory" method be employed and regular time assigned to hygiene
- 2—That teachers be persuaded to do outside reading on this subject

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Do Your Children Last Through Upper Grades?



■ = Average New York School ■ = P.S. 188 B

In printing this chart we assume no responsibility for the correctness of P. S. 188B's or other schools' promotion tests. That is not the point. The children were in the grades as shown. Their being there was accepted by school authorities. The difference between 188B Manhattan and the average school in Greater New York at least suggests the possibility of holding children through upper grades and avoiding congestion in lower grades, while still complying with accepted standards of promotion

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